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A Report by

THE CANADA COUNCIL

[61] Growth and Characteristics
of University Teaching Staff
in the Social Sciences and the Humanities
1956/57 to 1967/68



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A Report by

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[617] Growth and Characteristics
of University Teaching Staff
in the Social Sciences and the Humanities
1956/57 to 1967/68

Prepared by

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May 1969



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The Dominion Bureau of Statistics is the main source of information on the number and characteristics of university teachers in Canada. The Bureau conducts periodic surveys of staff resources, making the results available in both regular and occasional publications. Unfortunately, the data are not given in a form which is detailed enough for the needs of the Canada Council. When plans for analysing the impact of the Council's programme of research grants were formulated in the fall of 1968, it became clear that a more detailed profile of the university community would be needed than was available from published reports. As a result, an effort was made to obtain DBS data in their original form in order to conduct separate tabulations. The present report contains the results of such an independent analysis of DBS material. It is based on data from five surveys of university staff resources, taken over a period of eleven years with the most recent figures being for 1967/68.¹

Work for the report has been guided by two main concerns. As pointed out, more detailed information on the number and characteristics of university teachers was needed for programme evaluation. It has been a major aim, therefore, to establish an up-to-date profile of the community of university teachers in the social sciences and the humanities. At the same time,

¹ I would like to thank DBS for making these data available. I am particularly grateful to Mr. P. Boulet, Chief, Higher Education Section, for his cooperation and help. I would also like to make acknowledgement to the Economic Council of Canada for underwriting some of the computing costs of the study.

The set of data on which this paper is based also forms the basis for the following DBS publications: Salaries and Qualifications of Teachers in Universities and Colleges (latest edition in 1965/66) and Degrees Held by Canadian University Teachers, Part I: Distribution By Rank, Faculty, and, Field, 1963-64. See also NRC Office of Economic Studies, Publication No. 9174, August 1966.

there existed a less specific but equally important need for an understanding of patterns of growth. Present circumstances are the result of past development and it is generally necessary to review the past in order to grasp the significance of the present profile. This certainly applies to work on the Canadian academic community, which has undergone profound changes in the past decade. The present report sets out to trace these changes by comparing successive profiles. It shows the growth in numbers and the change in some selected characteristics and reveals the pattern of development by discipline and region.

1. Nature of the Data

Anybody engaging in a descriptive analysis of this scope must work with data collected by others. While reliance on others is essential, it also limits the choices of the investigator. He must accommodate himself to the data design established by the agency whose numbers he is using. He can neither determine the sample nor the points on which information is obtained. In addition, he is bound by the classifications used in coding the data when survey results are transferred from questionnaires to computer cards.

The reader of the present report should keep these limitations in mind. The characteristics of university teachers discussed here are those on which DBS collects information. Other characteristics of equal relevance could not be dealt with because data are lacking. The material used includes data on academic rank, age and highest degree. As pointed out already, characteristics are compared by discipline and region. Here again, we are bound by DBS conventions. It is necessary to use the Bureau's definitions of disciplines and academic fields. Terms such as "pure social science" and "applied social science" are definitely not favorites with this writer.

They have been retained partly because coding made this a necessity and partly because the results of the present study should be more or less comparable to figures in DBS publications where such terminology is customarily employed.

The surveys of staff resources conducted by DBS include all major institutions of higher education. They do not include all the smaller institutions, however. Unfortunately, the Bureau has not developed any meaningful criteria which would justify inclusion of certain institutions and rejection of others. Such criteria could be based, for example, on the nature of degrees which are granted or on the type of affiliation which some colleges have with major universities. As they now stand, the surveys include some four-year colleges, some classical colleges and even a few junior colleges, but they do not include all such institutions of a given type. This raises problems of interpretation, both when we draw inferences about the total population of university teachers in Canada and when we compare different regions. It will be useful to indicate briefly the approach which has been adopted in this report. The data were tabulated (1) for all institutions on which information was collected and (2) for a sub-set of institutions consisting of all those universities and colleges which were members of AUCC in 1968.² Comparison of results revealed that differences between the two sets were relatively minor. In 1967/68, for example, the number of teachers in all institutions exceeded

² It should perhaps be pointed out that institutions which were members in 1967/68 were included automatically for all the years in which DBS collected data on them. Since on occasion acceptance into the AUCC and appearance in the DBS survey data do not coincide in time, there may be some minor deviations from the true historical record for AUCC member institutions.

the total of the AUCC set by only 364, out of a staff of 16,000. Nevertheless, it was decided to base the analysis in the report on tabulations for AUCC member institutions since this set represents a population more directly applicable to Canada Council programmes and one being defined in accordance with consistent institutional criteria. It would not have been advisable, on the other hand, to neglect regular DBS figures altogether. Unless special tabulations are to be repeated every year, future work will have to rely on the Bureau's published survey results, a fact making comparability an important consideration. To allow future reference, tables giving the number of university teachers for all institutions represented in the surveys have been included in the appendices. In addition, all such institutions have been listed by name while for each one the years in which it was represented have been indicated.

2. The Pattern for Canada

The starting point of the discussion is a table giving the number of full-time university teachers in AUCC member institutions from 1956/57 to 1967/68. Except for the interval between 1960/61 and 1963/64, which spans three years, figures are presented for every second academic year. Table 1 includes teachers in all fields and disciplines. However, only the figures for the humanities and the social sciences are given in detail. The number of teachers in the sciences, which has been included to serve as a basis for comparison, is shown in four aggregate groupings.

Information on teachers in those areas for which the Canada Council has responsibility has been broken down by discipline. In interpreting Table 1 and the tables that follow, the reader should keep in mind that DBS classifies university teachers by departmental affiliation. Since Canadian universities

are organized predominantly along departmental lines, with joint appointments being a rare occurrence, we can accept the tables as giving an accurate picture of the institutional development in various disciplines. To a large extent we can also interpret the figures as showing the number of potential researchers in the various fields. However, it must be remembered that interdisciplinary research efforts are a great deal more common than joint appointments.

While most of the discipline headings used by DBS are reasonably clear, some require explanation. Notes at the back of Table 1 provide information on the more obscure terms. Some study of the scheme will make apparent why the generalized headings - those containing the words "pure" or "applied" - have been retained in the present report, although they cannot be accepted as accurate descriptions. If any meaningful comparisons between the natural sciences on the one hand and the humanities and social sciences on the other are to be made, they have to contrast fields where academic qualifications and professional careers are similar and comparable. Such similarity does exist among the "pure" groups; it is not found, however, within or among applied fields. (Applied Biological Science, for example, includes such diverse subjects as Agriculture, Nursing and Medicine.) Use of the DBS groupings allows us to make broad comparisons among the "pure" fields. More detailed comparisons using individual disciplines in the natural sciences would have expanded the work of tabulation beyond manageable proportions.

A look at Table 1 confirms the major theme of this report: Canadian universities have gone through a period of very rapid expansion. Over the eleven-year period considered here, the number of university teachers rose from 4,342 to 16,000, close to fourfold. The rapid expansion led to a change in structure. The relative importance of the natural sciences decreased

Table 1

Number of University Teachers in Canada
1956/57 - 1967/68

By Field and Discipline

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>827</u>	<u>951</u>	<u>1141</u>	<u>1818</u>	<u>2561</u>	<u>3525</u>
Fine Arts (appreciation)	31	38	37	84	144	257
Classical Language & Literature	<u>108</u>	<u>105</u>	<u>127</u>	<u>169</u>	<u>195</u>	<u>250</u>
Greek	8	4	6	3	4	6
Latin	15	17	26	32	26	14
Other	85	84	95	134	165	230
Modern Language & Literature	<u>496</u>	<u>584</u>	<u>731</u>	<u>1183</u>	<u>1685</u>	<u>2314</u>
English	238	298	369	568	800	1093
French	103	145	184	299	432	561
Other	155	141	178	316	453	660
Philosophy	125	153	175	274	357	468
Religion	22	29	28	45	79	92
Other	45	42	43	63	101	144
APPLIED HUMANITIES	<u>163</u>	<u>145</u>	<u>170</u>	<u>197</u>	<u>255</u>	<u>416</u>
Journalism	7	5	4	4	6	8
Library Science	17	10	8	20	35	51
Theology	71	76	92	94	89	128
Applied Fine Arts	68	54	66	78	124	209
Other				1	1	20
PURE SOCIAL SCIENCES	<u>462</u>	<u>566</u>	<u>711</u>	<u>1213</u>	<u>1853</u>	<u>2844</u>
Anthropology	9	12	16	28	48	96
Economics & Political Science	<u>182</u>	<u>208</u>	<u>252</u>	<u>408</u>	<u>574</u>	<u>865</u>
Economics	57	82	100	204	284	479
Political Science	20	33	50	116	184	308
Economics & Pol. Science, n.e.c.	105	93	102	88	106	78
Geography	36	52	74	132	193	302
History	115	128	169	284	410	594
Psychology	77	105	122	212	365	603
Sociology	31	39	57	108	180	274
Other	12	22	21	41	83	110
APPLIED SOCIAL SCIENCES	<u>541</u>	<u>683</u>	<u>827</u>	<u>1153</u>	<u>1502</u>	<u>2115</u>
Business Administration	100	135	152	222	308	469
Education	171	226	292	414	558	791
Home Economics	55	83	95	104	115	131
Law	58	76	98	133	174	262
Physical & Health Education	94	96	111	170	224	317
Social Work	53	55	62	96	105	123
Other	10	12	17	14	18	22

See next page for explanatory notes.

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Table 1 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>347</u>	<u>370</u>	<u>412</u>	<u>597</u>	<u>759</u>	<u>996</u>
APPLIED BIOLOGICAL SCIENCES	<u>721</u>	<u>715</u>	<u>808</u>	<u>1036</u>	<u>1268</u>	<u>2002</u>
PURE PHYSICAL SCIENCES	<u>779</u>	<u>928</u>	<u>1135</u>	<u>1568</u>	<u>2036</u>	<u>2623</u>
APPLIED PHYSICAL SCIENCES	<u>502</u>	<u>583</u>	<u>741</u>	<u>943</u>	<u>1097</u>	<u>1479</u>
<u>TOTAL, ALL FIELDS</u>	<u>4342</u>	<u>4941</u>	<u>5945</u>	<u>8525</u>	<u>11331</u>	<u>16000</u>

Notes

The Table contains data on all institutions which were AUCC members in 1967/68 with the exception of Huron College and King's College, two small institutions affiliated with the University of Western Ontario. A table in the appendix lists the institutions in alphabetical order, together with the years in which they were included. The underlined figures represent totals or subtotals.

The term "Other Modern Language and Literature" also includes Linguistics.

The term "Other Pure Humanities" includes East Asiatic Studies, Islamic Studies, Slavic Studies, Celtic Studies and Near Eastern Studies.

The term "Business Administration" also includes Accounting and Industrial Relations.

The term "Pure Biological Sciences" groups together Botany, Zoology (including Anatomy, Histology, Embryology, Entomology, Palaeontology, Physiology) and Pure Biological Science, n.e.c. (including Genetics, Natural History, Microbiology, Radiation Biology).

The term "Applied Biological Science" groups together Agriculture (including Animal Science, Soil Science), Dentistry, Forestry, Hygiene and Public Health, Medicine (including Medical Technology), Nursing, Optometry, Pharmacy, Physio- and Occupational Therapy (including Rehabilitation), Veterinary Medicine and Veterinary Science, Applied Biological Science, n.e.c. (including Fisheries, Marine Science, Oceanography).

The term "Pure Physical Science" groups together Chemistry (including Biochemistry), Geology (including Mineralogy), Mathematics (including Astronomy, Geodesy, Statistics), Physics (including Biophysics, Geophysics, Mathematical Physics) and Pure Physical Science, n.e.c.

The term "Applied Physical Science" groups together Architecture (including town planning) and Engineering, Chemical Engineering, Civil Engineering (including Agricultural Engineering, Architectural Engineering, Forestry Engineering, Structural Engineering), Electrical Engineering, Mechanical Engineering, Mining Engineering (including Geological Engineering, Metallurgical Engineering, Petroleum Engineering), Engineering, n.e.c. and Applied Physical Science, n.e.c. (including Aerophysics, Applied Mathematics, Applied Physics).

from an overall share of 54.1 in 1956/57 to 44.4 per cent in 1967/68.

The pure social sciences, on the other hand, made dramatic gains, increasing their share from 10.6 to 17.8 per cent. A more moderate gain is apparent for the pure humanities where the proportion grew from 19.0 to 22.0 per cent.

Table 2 shows the pattern of growth in more detail. Percentage increases for the whole period are presented in the last column together with absolute changes in the number of teachers. Again, the natural sciences remain far behind those disciplines for which the Canada Council has responsibility. While the pure humanities increased by 326 per cent and the pure social sciences by 516 per cent, the pure biological and physical sciences rose by 178 and 195 per cent respectively. It is interesting to note that growth did not occur at an even rate. If we take into account that the third interval spanned three years while the other four lasted only two, we notice a steady increase in the average annual rate of growth throughout the period.

It is illuminating to compare increases in various disciplines. Not all disciplines did expand; in Latin and Greek there was a slight reduction in the total number of teachers. All other humanities classified as "pure" showed a pattern of expansion, however, with Fine Arts registering the highest percentage gain. The largest growth in absolute terms occurred in English where 855 university teachers were added. As pointed out, the increase in the pure social sciences was even more marked than that in the humanities. Disciplines such as Anthropology and Geography, which started from a small base, showed explosive growth in percentage terms. Psychology was not far behind while History and Economics & Political Science showed increases of 417 and 375 per cent. Separate figures for the last two disciplines show

Table 2

Increase in the Number of University Teachers in Canada
1956/57 - 1967/68

By Field and Discipline

Field and Discipline	1956/57 to 1958/59		1958/59 to 1960/61		1960/61 to 1963/64		1963/64 to 1965/66		1965/66 to 1967/68		1956/57 to 1967/68	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
PURE HUMANITIES	<u>124</u>	<u>15</u>	<u>190</u>	<u>20</u>	<u>677</u>	<u>59</u>	<u>743</u>	<u>41</u>	<u>964</u>	<u>38</u>	<u>2698</u>	<u>326</u>
Fine Arts (appreciation)	7	23	-1	-3	47	127	60	71	113	78	226	729
Classical Language & Literature	<u>-3</u>	<u>-3</u>	<u>22</u>	<u>21</u>	<u>42</u>	<u>33</u>	<u>26</u>	<u>15</u>	<u>55</u>	<u>28</u>	<u>142</u>	<u>131</u>
Greek	-4	-50	2	50	-3	-50	1	33	2	50	-2	-25
Latin	2	13	9	53	6	23	-6	-19	-12	-46	-1	-7
Other	-1	-1	11	13	39	41	31	23	65	39	145	170
Modern Language & Literature	<u>88</u>	<u>18</u>	<u>147</u>	<u>25</u>	<u>452</u>	<u>62</u>	<u>502</u>	<u>42</u>	<u>629</u>	<u>37</u>	<u>1818</u>	<u>367</u>
English	60	25	71	24	199	54	232	41	293	37	855	359
French	42	41	39	27	115	63	133	44	129	30	458	445
Other	-14	-9	37	26	138	77	137	43	207	45	505	325
Philosophy	28	22	22	14	99	57	83	30	111	31	343	274
Religion	7	32	-1	-3	17	61	34	76	13	16	70	318
Other	-3	-7	1	2	20	47	38	60	43	43	99	220
APPLIED HUMANITIES	<u>-18</u>	<u>-11</u>	<u>25</u>	<u>17</u>	<u>27</u>	<u>16</u>	<u>58</u>	<u>29</u>	<u>161</u>	<u>63</u>	<u>253</u>	<u>155</u>
Journalism	-2	-29	-1	-20			2	50	2	33	1	14
Library Science	-7	-41	-2	-20	12	150	15	75	16	46	34	200
Theology	5	7	16	21	2	2	-5	-5	39	44	57	80
Applied Fine Arts	-14	-20	12	22	12	18	46	58	85	68	141	207
Other					1				19	1900	20	
PURE SOCIAL SCIENCES	<u>104</u>	<u>23</u>	<u>145</u>	<u>26</u>	<u>502</u>	<u>71</u>	<u>640</u>	<u>53</u>	<u>991</u>	<u>53</u>	<u>2382</u>	<u>516</u>
Anthropology	3	33	4	33	12	75	20	71	48	100	87	967
Economics & Political Science	<u>26</u>	<u>14</u>	<u>44</u>	<u>21</u>	<u>156</u>	<u>61</u>	<u>166</u>	<u>40</u>	<u>291</u>	<u>50</u>	<u>683</u>	<u>375</u>
Economics	25	44	18	22	104	104	80	39	195	69	422	740
Political Science	13	65	17	52	66	132	68	59	124	67	288	1440
Economics & Pol. Science, n.e.c.	-12	-11	9	10	-14	-14	18	20	-28	-26	-27	-26
Geography	16	44	22	42	58	78	61	46	109	56	266	739
History	13	11	41	32	115	68	126	44	184	45	479	417
Psychology	28	36	17	16	90	74	153	72	238	65	526	683
Sociology	8	26	18	46	51	89	72	67	94	52	243	784
Other	10	83	-1	-5	20	95	42	102	27	33	98	817
APPLIED SOCIAL SCIENCES	<u>142</u>	<u>26</u>	<u>144</u>	<u>21</u>	<u>326</u>	<u>39</u>	<u>349</u>	<u>30</u>	<u>613</u>	<u>41</u>	<u>1574</u>	<u>291</u>
Business Administration	35	35	17	13	70	46	86	39	161	52	369	369
Education	55	32	66	29	122	42	144	35	233	42	620	363
Home Economics	28	51	12	14	9	9	11	11	16	14	76	138
Law	18	31	22	29	35	36	41	31	88	51	204	352
Physical & Health Education	2	2	15	16	59	53	54	32	93	42	223	237
Social Work	2	4	7	13	34	55	9	9	18	17	70	132
Other	2	20	5	41	-3	-17	4	28	4	22	12	120

See Table 1 for explanatory notes.

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Table 2 (cont.)

Field and Discipline	1956/57 to 1958/59		1958/59 to 1960/61		1960/61 to 1963/64		1963/64 to 1965/66		1965/66 to 1967/68		1956/57 to 1967/68	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
PURE BIOLOGICAL SCIENCES	<u>23</u>	<u>7</u>	<u>42</u>	<u>11</u>	<u>185</u>	<u>45</u>	<u>162</u>	<u>27</u>	<u>237</u>	<u>31</u>	<u>649</u>	<u>187</u>
APPLIED BIOLOGICAL SCIENCES	<u>-6</u>	<u>-1</u>	<u>93</u>	<u>13</u>	<u>228</u>	<u>28</u>	<u>232</u>	<u>22</u>	<u>734</u>	<u>58</u>	<u>1281</u>	<u>178</u>
PURE PHYSICAL SCIENCES	<u>149</u>	<u>19</u>	<u>207</u>	<u>22</u>	<u>433</u>	<u>38</u>	<u>468</u>	<u>30</u>	<u>587</u>	<u>29</u>	<u>1844</u>	<u>237</u>
APPLIED PHYSICAL SCIENCES	<u>81</u>	<u>16</u>	<u>158</u>	<u>27</u>	<u>202</u>	<u>27</u>	<u>154</u>	<u>16</u>	<u>382</u>	<u>35</u>	<u>977</u>	<u>195</u>
<u>TOTAL, ALL FIELDS</u>	<u>599</u>	<u>13</u>	<u>1004</u>	<u>20</u>	<u>2580</u>	<u>43</u>	<u>2806</u>	<u>32</u>	<u>4669</u>	<u>41</u>	<u>11658</u>	<u>268</u>

See Table 1 for explanatory notes.

an interesting institutional development. Departments of economics and political science grew very fast, but much of this growth seems to have resulted from the splitting of existing joint departments. The combined increase, while substantial, stayed below the rates achieved by the other disciplines in this group.

The organizational changes which occurred in Economics and Political Science serve as a reminder of the great institutional changes which were necessary in Canadian education to accommodate the vast increase in the enrolment of university students. While existing institutions grew at a rapid pace, a large number of new colleges and universities was also created. In 1956, at the beginning of the eleven-year period under study, there were 40 AUCC member institutions. In 1968, we had 59.

Growth in applied social science lagged behind the increase in the "pure" disciplines. This is an interesting phenomenon and it may point to a certain imbalance in the development of Canadian higher education. The three major disciplines in this group - Business Administration, Education and Law - all showed increases above 350 per cent. In Education, exclusion of OISE, not a member of AUCC, tends to understate actual growth. Nevertheless, there are indications that the "applied" disciplines are relatively poorly developed. A study of Business Administration currently in progress at the Economic Council will show a relative retardation of business schools. The same study also discovered that the educational gap between Canadian managers and their American counterparts is greater than the gap for any other professional group.

The dramatic increase in the number of university teachers raises one central question: Did the quality of the teaching staff diminish in the

process? Statistics on the proportion of university teachers holding a Ph.D. degree throw some light on standards. Table 3 contains such data for Canada, broken down by field and discipline. Again, it is illuminating to compare levels in a given year and to trace changes throughout the period. One important difference between fields is immediately apparent. In 1967/68, 75 per cent of teachers in Pure Biological Sciences and 73 per cent in Pure Physical Sciences were holding a Ph.D. The corresponding figure for Pure Humanities was only 40 per cent while for the Pure Social Sciences it amounted to 53 per cent. Extension of the comparison over time yields another insight. The proportion of humanists with a doctorate actually declined between 1956/57 and 1967/68, a fact which is not surprising when the magnitude of the expansion is taken into account. The decline occurred after 1960/61; up to that year a slight increase could be noticed. A similar pattern of increase and decline is apparent in the Pure Social Sciences, with a slightly higher percentage figure in 1967/68 than at the beginning of the period. The pure natural sciences, on the other hand, show a quite different pattern. Starting from higher levels, they experienced a steady increase in the proportion of doctorates throughout the period. Overall the gains amounted to 13 percentage points in the Pure Biological Sciences and 7 percentage points in the Pure Physical Sciences.

Comparisons between applied fields have less meaning. In many disciplines in this group the Ph.D. is simply not an appropriate degree. Lawyers, medical doctors, dentists and veterinarians obtain other terminal degrees. In fields such as Applied Fine Arts, on the other hand, competence will be measured by criteria of a less formalized nature, and the fact that less than 10 per cent of arts teachers have a doctorate is no reason for concern.

Table 3

Proportion of University Teachers in Canada Holding a Ph.D. Degree
1956/57 - 1967/68

By Field and Discipline

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
	%	%	%	%	%	%
PURE HUMANITIES	<u>45</u>	<u>47</u>	<u>47</u>	<u>41</u>	<u>39</u>	<u>40</u>
Fine Arts (appreciation)	23	32	32	24	22	23
Classical Language & Literature	49	56	53	41	42	46
Modern Language & Literature	<u>45</u>	<u>44</u>	<u>45</u>	<u>39</u>	<u>38</u>	<u>39</u>
English	44	43	45	39	38	39
French	42	41	39	36	30	36
Other	48	51	52	43	45	41
Philosophy	55	56	55	54	50	50
Religion	36	28	29	29	39	42
Other	36	48	44	40	40	41
APPLIED HUMANITIES	<u>26</u>	<u>27</u>	<u>34</u>	<u>31</u>	<u>24</u>	<u>20</u>
Journalism						
Library Science				20	11	8
Theology	51	46	55	51	48	45
Applied Fine Arts	8	7	10	11	11	8
Other						25
PURE SOCIAL SCIENCES	<u>51</u>	<u>53</u>	<u>59</u>	<u>53</u>	<u>53</u>	<u>53</u>
Anthropology	44	58	75	61	54	52
Economics & Political Science	<u>41</u>	<u>47</u>	<u>53</u>	<u>46</u>	<u>45</u>	<u>48</u>
Economics	40	41	47	44	45	49
Political Science	35	45	54	50	43	47
Economics & Pol. Science, n.e.c.	44	53	61	47	53	49
Geography	53	52	55	49	49	51
History	61	61	58	51	52	52
Psychology	65	60	71	70	70	64
Sociology	48	41	56	51	43	49
Other	17	50	52	54	52	45
APPLIED SOCIAL SCIENCES	<u>17</u>	<u>16</u>	<u>18</u>	<u>20</u>	<u>19</u>	<u>22</u>
Business Administration	14	12	11	17	19	23
Education	27	27	27	32	27	30
Home Economics	4	4	6	9	12	15
Law	26	17	23	18	17	18
Physical & Health Education	3	6	9	9	9	9
Social Work	21	15	18	15	12	14
Other	10	8	17	14	11	13
PURE BIOLOGICAL SCIENCES	<u>62</u>	<u>65</u>	<u>66</u>	<u>67</u>	<u>69</u>	<u>75</u>
APPLIED BIOLOGICAL SCIENCES	<u>29</u>	<u>33</u>	<u>36</u>	<u>35</u>	<u>38</u>	<u>36</u>
PURE PHYSICAL SCIENCES	<u>67</u>	<u>68</u>	<u>70</u>	<u>68</u>	<u>71</u>	<u>73</u>
APPLIED PHYSICAL SCIENCES	<u>20</u>	<u>20</u>	<u>22</u>	<u>30</u>	<u>35</u>	<u>48</u>

See Table 1 for explanatory notes.

It is preferable therefore, to confine comparisons to the pure fields where fewer problems of interpretation exist.

From Table 3 it would appear that growth did not lead to a widespread lowering of standards. This conclusion, which is reassuring in many ways, points to some other problems, however. It must be clear to anyone who is even remotely familiar with student-teacher ratios in graduate schools that no educational system can produce enough qualified people to staff its own expansion at the observed rates. Only by attracting large numbers of social scientists and humanists from abroad was it possible to go through this period of rapid growth without lowering the proportion of teachers holding a Ph.D. to a marked extent. Unfortunately, the present set of data does not include information on the origin of university teachers, and questions relating to the foreign component of the teaching force cannot be pursued any further here.

3. The Regional Pattern

With the great expansion in higher education, it is interesting to ask how different regions have shared in the pattern of growth. In order to deal with the regional distribution of university teachers, we have repeated the major tabulations, prepared for the country as a whole, separately for each of four geographic areas: the Atlantic Provinces, Quebec, Ontario, and the Western Provinces.

Table 4 presents the number of university teachers in 1967/68 by region and discipline. It is derived from more detailed tables in Appendix A giving data on the whole period for each geographic area. In 1967/68, Ontario had the largest number of university teachers, making up

Table 4

Number of University Teachers in 1967/68

By Province, Field and Discipline

Field and Discipline	Atlantic Provinces	Quebec	Ontario	Western Provinces	Canada
PURE HUMANITIES	<u>359</u>	<u>669</u>	<u>1547</u>	<u>950</u>	<u>3525</u>
Fine Arts (appreciation)	9	53	83	112	257
Classical Language & Literature	<u>32</u>	<u>57</u>	<u>117</u>	<u>44</u>	<u>250</u>
Greek		1	5		6
Latin	2	6	5	1	14
Other	30	50	107	43	230
Modern Language & Literature	<u>262</u>	<u>408</u>	<u>988</u>	<u>656</u>	<u>2314</u>
English	129	149	435	380	1093
French	74	119	266	102	561
Other	59	140	287	174	660
Philosophy	51	98	226	93	468
Religion	3	44	37	8	92
Other	2	9	96	37	144
APPLIED HUMANITIES	<u>67</u>	<u>114</u>	<u>119</u>	<u>116</u>	<u>416</u>
Journalism			8		8
Library Science	1	10	29	11	51
Theology	31	45	50	2	128
Applied Fine Arts	35	58	32	84	209
Other		1		19	20
PURE SOCIAL SCIENCE	<u>283</u>	<u>531</u>	<u>1199</u>	<u>831</u>	<u>2844</u>
Anthropology	3	16	31	46	96
Economics & Political Science	<u>88</u>	<u>151</u>	<u>379</u>	<u>247</u>	<u>865</u>
Economics	43	83	209	144	479
Political Science	28	37	163	80	308
Economics & Pol. Science, n.e.c.	17	31	7	23	78
Geography	6	62	136	98	302
History	85	92	260	157	594
Psychology	62	112	243	186	603
Sociology	23	56	99	96	274
Other	16	42	51	1	110
APPLIED SOCIAL SCIENCES	<u>230</u>	<u>461</u>	<u>518</u>	<u>906</u>	<u>2115</u>
Business Administration	58	137	154	120	469
Education	76	153	58	504	791
Home Economics	17	21	38	55	131
Law	22	78	106	56	262
Physical & Health Education	53	36	116	112	317
Social Work	1	26	37	59	123
Other	3	10	9		22

See Table 1 for explanatory notes.

Table 4 (cont.)

Field and Discipline	Atlantic Provinces	Quebec	Ontario	Western Provinces	Canada
PURE BIOLOGICAL SCIENCES	<u>90</u>	<u>189</u>	<u>427</u>	<u>290</u>	<u>996</u>
APPLIED BIOLOGICAL SCIENCES	<u>124</u>	<u>579</u>	<u>685</u>	<u>614</u>	<u>2002</u>
PURE PHYSICAL SCIENCES	<u>315</u>	<u>546</u>	<u>981</u>	<u>781</u>	<u>2623</u>
APPLIED PHYSICAL SCIENCES	<u>136</u>	<u>377</u>	<u>622</u>	<u>344</u>	<u>1479</u>
<u>TOTAL, ALL FIELDS</u>	<u>1604</u>	<u>3466</u>	<u>6098</u>	<u>4832</u>	<u>16000</u>

See Table 1 for explanatory notes.

38 per cent of the total. It was followed by the Western Provinces with 30 per cent, Quebec with 22 per cent and the Atlantic Provinces with 10 per cent. With a few exceptions, the same ranking applied to individual fields and disciplines, although the relevant percentage figures show considerable variations.

While data on geographic distribution are of great interest, one must interpret them with care. The major pitfalls for the analyst arise from variations in educational structure. Quebec has a system of higher education which differs considerably from the system common to the English-speaking provinces. I am not referring here to the recent creation of the CEGEP but to the system of classical colleges which played an important role throughout the period being discussed. These colleges, generally affiliated with the University of Montreal or with Laval University, provided instruction similar to that given in the first three years of English-speaking universities. Yet most of them are not included in our sample and the Quebec system is represented only in truncated form. Exclusion of institutions is not the only problem, however. One must realize that an educational system which relies on two interlocking sets of institutions will have different student-teacher ratios and, most likely, different average teacher characteristics from one based on the type of institution which combines undergraduate and graduate instruction.

The regional distribution of teachers in 1967/68 reflects changes which occurred over the preceding period. As shown in Table 5 there was considerable variation in rates of expansion among the four regions. The Western Provinces surged ahead, increasing their teaching force by

Table 5

Increase in the Number of University Teachers in 1956/57 - 1967/68

By Province, Field and Discipline

Field and Discipline	Atlantic Provinces		Quebec		Ontario		Western Provinces		Canada	
	No.	%	No.	%	No.	%	No.	%	No.	%
PURE HUMANITIES	<u>265</u>	<u>282</u>	<u>472</u>	<u>240</u>	<u>1199</u>	<u>345</u>	<u>762</u>	<u>405</u>	<u>2698</u>	<u>326</u>
Fine Arts (appreciation)	7	350	51	2550	61	277	107	2140	226	729
Classical Language & Literature	<u>17</u>	<u>113</u>	<u>33</u>	<u>138</u>	<u>63</u>	<u>117</u>	<u>29</u>	<u>193</u>	<u>142</u>	<u>131</u>
Greek			-5	-83	3	150			-2	-25
Latin			-1	-14	-1	-17	1		-1	-7
Other	17	131	39	355	61	133	28	186	145	170
Modern Language & Literature	<u>202</u>	<u>337</u>	<u>307</u>	<u>304</u>	<u>791</u>	<u>402</u>	<u>518</u>	<u>375</u>	<u>1818</u>	<u>367</u>
English	99	330	114	326	341	363	301	381	855	359
French	59	393	97	441	221	491	81	386	458	445
Other	44	293	96	218	229	394	136	357	505	325
Philosophy	40	364	51	109	168	290	84	933	343	274
Religion	-2	-40	34	340	31	517	7	700	70	318
Other	1	100	-4	-31	85	773	17	85	99	220
APPLIED HUMANITIES	<u>40</u>	<u>148</u>	<u>77</u>	<u>208</u>	<u>49</u>	<u>70</u>	<u>87</u>	<u>300</u>	<u>253</u>	<u>155</u>
Journalism	-3	-100			4	100			1	14
Library Science	-1	-50	4	67	20	222	11		34	200
Theology	27	675	27	150	5	11	-2	-50	57	80
Applied Fine Arts	9	180	21	1050	21	700	30	231	141	207
Other	8	61	25	227	-1	-11	48	400	20	
PURE SOCIAL SCIENCE	<u>222</u>	<u>364</u>	<u>424</u>	<u>396</u>	<u>997</u>	<u>494</u>	<u>739</u>	<u>803</u>	<u>2382</u>	<u>516</u>
Anthropology	2	200	15	1500	24	343	46		87	967
Economics & Political Science	<u>66</u>	<u>300</u>	<u>111</u>	<u>277</u>	<u>295</u>	<u>351</u>	<u>211</u>	<u>586</u>	<u>683</u>	<u>375</u>
Economics	31	258	66	388	190	1000	135	1500	422	740
Political Science	25	833	34	1133	156	2229	73	1043	288	1440
Economics & Pol. Science, n.e.c.	10	143	11	55	-51	-88	3	15	-27	-26
Geography	5	500	51	464	118	656	92	1533	266	739
History	65	325	77	513	208	400	129	461	479	417
Psychology	54	675	91	433	206	557	175	1591	526	683
Sociology	17	283	42	300	95	2375	89	1271	243	784
Other	13	433	37	740	51		-3	-75	98	817
APPLIED SOCIAL SCIENCES	<u>168</u>	<u>271</u>	<u>336</u>	<u>269</u>	<u>360</u>	<u>228</u>	<u>710</u>	<u>362</u>	<u>1574</u>	<u>291</u>
Business Administration	50	625	113	471	111	258	95	380	369	369
Education	53	230	115	303	25	76	427	555	620	363
Home Economics	6	55	13	163	30	375	27	96	76	138
Law	14	175	61	359	86	430	43	331	204	352
Physical & Health Education	46	657	22	157	80	222	75	203	223	237
Social Work	1		2	8	24	185	43	269	70	132
Other	-2	-40	10		4	80			12	120

See Table 1 for explanatory notes.

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Table 5 (cont.)

Field and Discipline	Atlantic Provinces		Quebec		Ontario		Western Provinces		Canada	
	No.	%	No.	%	No.	%	No.	%	No.	%
PURE BIOLOGICAL SCIENCES	<u>58</u>	<u>181</u>	<u>111</u>	<u>142</u>	<u>273</u>	<u>177</u>	<u>207</u>	<u>249</u>	<u>649</u>	<u>187</u>
APPLIED BIOLOGICAL SCIENCES	<u>102</u>	<u>464</u>	<u>456</u>	<u>371</u>	<u>342</u>	<u>100</u>	<u>381</u>	<u>164</u>	<u>1281</u>	<u>178</u>
PURE PHYSICAL SCIENCES	<u>221</u>	<u>235</u>	<u>355</u>	<u>186</u>	<u>667</u>	<u>212</u>	<u>601</u>	<u>334</u>	<u>1844</u>	<u>237</u>
APPLIED PHYSICAL SCIENCES	<u>89</u>	<u>189</u>	<u>250</u>	<u>197</u>	<u>437</u>	<u>236</u>	<u>201</u>	<u>141</u>	<u>977</u>	<u>195</u>
TOTAL, ALL FIELDS	<u>1165</u>	<u>265</u>	<u>2481</u>	<u>251</u>	<u>4324</u>	<u>243</u>	<u>3688</u>	<u>322</u>	<u>11658</u>	<u>268</u>

See Table 1 for explanatory notes.

3,688 members or 322 per cent. They were followed by the Atlantic Provinces (265 per cent), Quebec (251 per cent) and Ontario (243 per cent). It is interesting to note that Ontario alone added 4,324 teachers, a figure which may be compared to the 4,342 faculty members who, according to Table 1, made up the entire teaching force for Canada in 1956/57. Quebec, while experiencing rates of growth comparable to those of the other regions, showed smaller absolute increases than either Ontario or the West, thus failing to gain in relation to the rest of Canada. One must again keep in mind, however, that the Quebec system is not fully represented in the data. In addition, it is possible that the recent changes which led to the creation of the CEGEP may alter the province's relative position in the years to come.

We have argued previously that the proportion of university teachers holding a Ph.D. degree can serve as an index of staff quality. Table 6 shows this proportion for 1967/68 by region and discipline. If we focus on the "pure" fields, where comparisons have a well-defined meaning, Ontario stands out as the region with the best-qualified teaching force. The Atlantic Provinces, on the other hand, are at the bottom of the scale. The fact that only 28 per cent of teachers in the pure humanities have a Ph. D. in this region while the figure for Canada as a whole is 40 per cent serves to indicate the gap. Second and third rank are shared by Quebec and the Western Provinces. However, the figures on Quebec may again be misleading. If a large proportion of pupils enrolled in the new CEGEP will transfer to university later on, one should in effect include part of the teaching staff in these institutions to achieve comparability. It is likely that such a revision would result in a downward adjustment of the figures.

Table 6

Proportion of University Teachers Holding a Ph.D. Degree
1967/68

By Province, Field and Discipline

Field and Discipline	Atlantic Provinces	Quebec	Ontario	Western Provinces	Canada
PURE HUMANITIES	<u>28</u>	<u>41</u>	<u>45</u>	<u>35</u>	<u>40</u>
Fine Arts (appreciation)	11	26	29	19	23
Classical Language & Literature	34	51	45	52	46
Modern Language & Literature	<u>26</u>	<u>39</u>	<u>44</u>	<u>37</u>	<u>39</u>
English	31	31	47	36	39
French	16	34	41	40	36
Other	25	51	43	36	41
Philosophy	33	49	59	38	50
Religion	100	34	46	50	42
Other		89	40	35	41
APPLIED HUMANITIES	<u>15</u>	<u>26</u>	<u>27</u>	<u>9</u>	<u>20</u>
Journalism					
Library Science		10	3	18	8
Theology	23	49	54	50	45
Applied Fine Arts	8	12	12	3	8
Other				26	25
PURE SOCIAL SCIENCES	<u>41</u>	<u>48</u>	<u>58</u>	<u>52</u>	<u>53</u>
Anthropology	33	75	48	48	52
Economics & Political Science	<u>32</u>	<u>43</u>	<u>49</u>	<u>54</u>	<u>48</u>
Economics	42	36	51	55	49
Political Science	29	43	48	54	47
Economics & Pol. Science, n.e.c.	18	61	43	57	49
Geography	33	44	57	49	51
History	36	49	62	46	52
Psychology	56	58	74	58	64
Sociology	52	38	49	53	49
Other	44	50	43		45
APPLIED SOCIAL SCIENCES	<u>13</u>	<u>23</u>	<u>19</u>	<u>25</u>	<u>22</u>
Business Administration	3	22	33	22	23
Education	28	24	22	33	30
Home Economics	12	10	24	11	15
Law	5	33	11	16	18
Physical & Health Education	8	8	5	13	9
Social Work		15	22	8	14
Other		20	11		13
PURE BIOLOGICAL SCIENCES	<u>67</u>	<u>80</u>	<u>75</u>	<u>75</u>	<u>75</u>
APPLIED BIOLOGICAL SCIENCES	<u>17</u>	<u>41</u>	<u>30</u>	<u>43</u>	<u>36</u>
PURE PHYSICAL SCIENCES	<u>58</u>	<u>65</u>	<u>81</u>	<u>74</u>	<u>73</u>
APPLIED PHYSICAL SCIENCES	<u>32</u>	<u>42</u>	<u>55</u>	<u>47</u>	<u>48</u>

See Table 1 for explanatory notes.

4. Other Characteristics

While the results given in the preceding sections represent the core of the analysis, it may be useful to discuss briefly two additional characteristics for which tabulations were prepared. Data on the first one - median age - appear in Table 7, arranged by field and selected discipline. The table was constructed mainly to determine whether rapid growth has resulted in a markedly younger population of university teachers. It shows that the impact was indeed considerable in some fields, notably the Pure Humanities and the Applied Social Sciences. While less pronounced, a downward trend can also be found in all other major fields. Perhaps it should be pointed out that Table 7 is derived from data on all institutions contained in the DBS surveys rather than from data on AUCC members. However, there is little reason for expecting a difference in age patterns and the table is, in all likelihood, representative for both groups.

The final characteristic to be dealt with here is academic rank. Table 8 shows the percentage distribution of university teachers in 1967/68 by field, discipline and rank. Generally, the social sciences and the humanities have a lower proportion of full and associate professors than the natural sciences, a conclusion which is not unexpected in view of the differences in growth rates for the preceding period. In addition, the pure humanities appear unique in their heavy reliance on lecturers and instructors. It is interesting to speculate on whether this latter discrepancy merely reflects a different use of titles or whether it is related to different teaching methods or different labor market conditions for the humanities. Unfortunately, our data do not allow us to pursue the question beyond the realm of speculation.

Median Age of University Teachers in Canada
1956/57 - 1967/68

By Field and For Selected Disciplines*

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>41.0</u>	<u>41.0</u>	<u>39.0</u>	<u>38.0</u>	<u>37.0</u>	<u>37.0</u>
Fine Arts (appreciation)	45.0	41.0	42.5	43.0	41.0	40.0
Classical Language & Literature	<u>42.0</u>	<u>43.0</u>	<u>42.0</u>	<u>41.0</u>	<u>38.5</u>	<u>37.0</u>
Greek	33.0	37.0	42.0	47.0	39.0	42.0
Latin	40.0	34.5	35.0	38.0	37.0	40.5
Modern Language & Literature	<u>41.0</u>	<u>41.0</u>	<u>39.0</u>	<u>38.0</u>	<u>37.0</u>	<u>36.0</u>
English	39.0	39.0	38.0	37.0	35.0	35.0
French	42.0	41.0	40.0	38.5	37.0	36.0
Philosophy	40.0	38.0	38.0	38.0	37.0	37.0
Religion	43.5	40.0	41.0	37.0	36.0	38.0
Other	40.5	42.0	41.0	39.0	39.0	39.5
APPLIED HUMANITIES	<u>42.0</u>	<u>44.0</u>	<u>44.0</u>	<u>43.0</u>	<u>44.0</u>	<u>41.0</u>
Journalism	39.0	44.0	45.0	48.0	48.5	44.0
Library Science	48.0	52.5	54.0	50.0	49.0	47.0
Theology	43.0	43.5	45.0	46.0	44.5	42.0
PURE SOCIAL SCIENCES	<u>37.0</u>	<u>38.0</u>	<u>38.0</u>	<u>37.0</u>	<u>36.0</u>	<u>35.0</u>
Anthropology	36.0	37.0	37.0	38.0	36.5	35.0
Economics	36.0	38.0	36.0	37.0	36.0	35.0
Political Science	33.5	36.0	36.0	36.0	35.0	34.0
Economics & Pol. Science, n.e.c.	37.0	37.0	39.0	38.0	35.0	35.5
Geography	36.0	37.0	36.5	36.0	36.0	35.0
History	39.0	39.0	39.0	37.0	36.0	36.0
Psychology	38.5	38.0	38.5	37.0	36.0	35.0
Sociology	35.0	37.5	39.0	38.0	37.0	37.0
Other	40.0	38.0	41.0	37.0	35.0	37.0
APPLIED SOCIAL SCIENCES	<u>41.0</u>	<u>40.0</u>	<u>39.0</u>	<u>39.0</u>	<u>39.0</u>	<u>38.0</u>
Business Administration	35.5	34.0	35.0	37.0	36.0	37.0
Education	45.0	45.0	44.0	43.0	42.0	43.0
Home Economics	41.0	40.0	39.0	42.0	40.0	41.0
Law	36.5	34.0	34.0	34.0	34.0	33.5
Physical & Health Education	34.5	35.0	36.0	35.0	33.0	32.0
Social Work	44.5	45.0	44.0	43.0	44.0	44.0
PURE BIOLOGICAL SCIENCES	<u>40.0</u>	<u>40.0</u>	<u>40.0</u>	<u>40.0</u>	<u>38.0</u>	<u>39.0</u>
APPLIED BIOLOGICAL SCIENCES	<u>39.0</u>	<u>41.0</u>	<u>40.0</u>	<u>42.0</u>	<u>41.0</u>	<u>40.0</u>
PURE PHYSICAL SCIENCES	<u>37.0</u>	<u>38.0</u>	<u>37.0</u>	<u>37.0</u>	<u>36.0</u>	<u>36.0</u>
APPLIED PHYSICAL SCIENCES	<u>38.0</u>	<u>37.0</u>	<u>37.0</u>	<u>37.0</u>	<u>38.0</u>	<u>37.0</u>

*The Table is derived from data on all institutions included in the D.B.S. surveys and listed as such in Appendix C.

For other explanatory notes, see Table 1.

Table 8

Rank Distribution of University Teachers in Canada 1967/68

By Field and for Selected Disciplines

Field and Discipline	Full Prof.	Assoc. Prof.	Assist. Prof.	Prof. non Graded	Lecturer and Instruct.	All Teaching Staff *
PURE HUMANITIES	<u>14</u>	<u>19</u>	<u>36</u>	<u>1</u>	<u>30</u>	<u>100</u>
Fine Arts (appreciation)	13	25	38	3	21	100
Classical Language & Literature	<u>18</u>	<u>24</u>	<u>35</u>	<u>2</u>	<u>22</u>	<u>100</u>
Greek	67	33				100
Latin	14	14	36		36	100
Modern Language & Literature	<u>12</u>	<u>17</u>	<u>35</u>	<u>1</u>	<u>34</u>	<u>100</u>
English	13	18	33		36	100
French	13	14	37	1	35	100
Philosophy	17	24	36	1	22	100
Religion	15	12	42	1	29	100
Other	20	19	32	3	26	100
APPLIED HUMANITIES	<u>15</u>	<u>25</u>	<u>37</u>	<u>1</u>	<u>22</u>	<u>100</u>
Journalism	13	38	38		13	100
Library Science	18	33	43		6	100
Theology	23	26	30	1	21	100
PURE SOCIAL SCIENCES	<u>17</u>	<u>23</u>	<u>42</u>	<u>1</u>	<u>17</u>	<u>100</u>
Anthropology	17	23	47		14	100
Economics	19	25	40		15	100
Political Science	18	23	39	1	19	100
Economics & Pol. Science, n.e.c.	24	26	40	-	10	100
Geography	16	25	44	1	14	100
History	18	21	42	1	19	100
Psychology	15	25	42	1	16	100
Sociology	16	19	44		21	100
Other	14	21	45		21	100
APPLIED SOCIAL SCIENCES	<u>14</u>	<u>25</u>	<u>38</u>	<u>1</u>	<u>22</u>	<u>100</u>
Business Administration	17	26	36	1	20	100
Education	13	29	39	2	17	100
Home Economics	8	18	41		33	100
Law	24	29	39		7	100
Physical & Health Education	6	16	34		44	100
Social Work	13	24	38	1	24	100
PURE BIOLOGICAL SCIENCES	<u>25</u>	<u>29</u>	<u>35</u>		<u>10</u>	<u>100</u>
APPLIED BIOLOGICAL SCIENCES	<u>22</u>	<u>25</u>	<u>31</u>	<u>4</u>	<u>18</u>	<u>100</u>
PURE PHYSICAL SCIENCES	<u>21</u>	<u>27</u>	<u>39</u>	<u>1</u>	<u>12</u>	<u>100</u>
APPLIED PHYSICAL SCIENCES	<u>21</u>	<u>34</u>	<u>34</u>		<u>11</u>	<u>100</u>

* Percentage figures may not add up exactly to 100 because of rounding.

For other explanatory notes see Table 1.

5. Summary and Conclusion

The statistical material presented in this paper gives the basis for an understanding of faculty distribution and growth in Canadian universities. In conclusion, one cannot help but stress the magnitude of faculty expansion over the past eleven years. Between 1956/57 and 1967/68, the number of university teachers in AUCC institutions nearly quadrupled. Ontario alone added as many members of academic staff during this period as there were in 1956/57 for all of Canada. Yet Ontario was not the fastest growing region, a place of honor which fell to the Western Provinces. There were interesting differences among fields as well. Growth in the social sciences and the humanities by far outpaced development in the natural sciences.

Differences in growth were paralleled by differences in academic preparation. The proportion of university teachers holding a Ph. D. degree was appreciably lower in the social sciences and humanities than in the natural sciences. In fact, the gap widened over the period. While the percentage of natural scientists with a doctorate increased slowly but steadily, the level of qualifications stayed more or less the same for teachers in the social sciences and humanities. Regarding regional patterns, Ontario has the best-qualified teaching force while university staff in the Atlantic Provinces shows a lower proportion of doctorates than the rest of Canada.

While the presentation of data on trends and patterns of distribution has been the main aim of this paper, it was possible in passing to draw attention to two problems which require analysis in depth rather than descriptive treatment. The first of the two - the difference in educational structure in the Province of Quebec - has implications for comparative analysis which are not

fully understood and which have, to the knowledge of this author, never been studied systematically. The second problem is one which was pin-pointed with a more tentative diagnosis. It is possible that the applied social sciences and humanities in Canada have not shared adequately in the great expansion. If this should turn out to be the case, Canada may well experience periods of labor market imbalance in the years to come.

Finally, one last aim which the paper set out to accomplish should not be forgotten. By conducting independent tabulations on DBS data, it has been possible to gain an exact understanding of the quality of the statistical material which appears in the Bureau's publications on academic staff. In doing this, the paper should help Council policy which in most cases must take its departure from published figures. Perhaps the report can serve as a precedent for future work by demonstrating how basic information can be improved without independent data collection on the Canada Council's part.

APPENDICES

Appendix A : Regional Distribution of University Teachers 1956/57 - 1967/68
By Field and Discipline (AUCC Institutions)

Table A.1 - Number of University Teachers in the Atlantic Provinces

Table A.2 - Number of University Teachers in Quebec

Table A.3 - Number of University Teachers in Ontario

Table A.4 - Number of University Teachers in the Western Provinces

Appendix B : Number of University Teachers in All Institutions Included in the
Surveys. 1956/57 - 1967/68
By Field and Discipline

Table B.1 - Number of University Teachers in Canada

Table B.2 - Number of University Teachers in the Atlantic Provinces

Table B.3 - Number of University Teachers in Quebec

Table B.4 - Number of University Teachers in Ontario

Table B.5 - Number of University Teachers in the Western Provinces

Appendix C : List of Institutions and Years in which They Were Included

Table C.1 - Institutions Included in DBS Survey --
 AUCC Member Institutions

Table C.2 - Other Institutions of Post-Secondary Education
 Included in DBS Survey

Table A.1

Number of University Teachers in the Atlantic Provinces
1956/57 - 1967/68

By Field and Discipline
(AUCC Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>94</u>	<u>147</u>	<u>150</u>	<u>239</u>	<u>307</u>	<u>359</u>
Fine Arts (appreciation)	2	4	3	7	12	9
Classical Language & Literature	<u>15</u>	<u>22</u>	<u>20</u>	<u>30</u>	<u>30</u>	<u>32</u>
Greek		1	2			
Latin	2	5	7	8	4	2
Other	13	16	11	22	26	30
Modern Language & Literature	<u>60</u>	<u>91</u>	<u>99</u>	<u>153</u>	<u>205</u>	<u>262</u>
English	30	46	46	75	100	129
French	15	26	33	45	64	74
Other	15	19	20	33	41	59
Philosophy	11	19	19	35	41	51
Religion	5	9	7	12	18	3
Other	1	2	2	2	1	2
APPLIED HUMANITIES	<u>27</u>	<u>24</u>	<u>30</u>	<u>32</u>	<u>31</u>	<u>67</u>
Journalism	3					
Library Science	2	1	1	2	1	1
Theology	4	7	9	7	8	31
Applied Fine Arts	18	16	20	23	22	35
Other						
PURE SOCIAL SCIENCES	<u>61</u>	<u>71</u>	<u>80</u>	<u>139</u>	<u>189</u>	<u>283</u>
Anthropology	1		1	2		3
Economics & Political Science	<u>22</u>	<u>21</u>	<u>26</u>	<u>44</u>	<u>61</u>	<u>88</u>
Economics	12	15	17	29	33	43
Political Science	3	5	4	12	21	28
Economics & Pol. Science, n.e.c.	7	1	5	3	7	17
Geography	1	1	1	3	5	6
History	20	22	26	44	56	85
Psychology	8	10	11	25	33	62
Sociology	6	7	8	16	20	23
Other	3	10	7	5	14	16
APPLIED SOCIAL SCIENCES	<u>62</u>	<u>77</u>	<u>88</u>	<u>129</u>	<u>135</u>	<u>230</u>
Business Administration	8	13	16	25	30	58
Education	23	32	35	54	48	76
Home Economics	11	11	11	9	14	17
Law	8	10	10	12	14	22
Physical & Health Education	7	6	9	23	23	53
Social Work						1
Other	5	5	7	6	6	3

See Table 1 for explanatory notes.

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Table A.1 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>32</u>	<u>38</u>	<u>36</u>	<u>54</u>	<u>70</u>	<u>90</u>
APPLIED BIOLOGICAL SCIENCES	<u>22</u>	<u>36</u>	<u>40</u>	<u>63</u>	<u>80</u>	<u>124</u>
PURE PHYSICAL SCIENCES	<u>94</u>	<u>125</u>	<u>136</u>	<u>186</u>	<u>223</u>	<u>315</u>
APPLIED PHYSICAL SCIENCES	<u>47</u>	<u>62</u>	<u>72</u>	<u>101</u>	<u>115</u>	<u>136</u>
<u>TOTAL, ALL FIELDS</u>	<u>439</u>	<u>580</u>	<u>632</u>	<u>943</u>	<u>1150</u>	<u>1604</u>

See Table 1 for explanatory notes.

Table A.2

Number of University Teachers in Quebec
1956/57 - 1967/68
By Field and Discipline
(AUCC Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>197</u>	<u>165</u>	<u>176</u>	<u>363</u>	<u>523</u>	<u>669</u>
Fine Arts (appreciation)	2	2	2	4	20	53
Classical Language & Literature	<u>24</u>	<u>12</u>	<u>17</u>	<u>33</u>	<u>42</u>	<u>57</u>
Greek	6	1	2	2	3	1
Latin	7	1	4	8	8	6
Other	11	10	11	23	31	50
Modern Language & Literature	<u>101</u>	<u>89</u>	<u>103</u>	<u>239</u>	<u>344</u>	<u>408</u>
English	35	39	44	92	128	149
French	22	20	21	62	126	119
Other	44	30	38	85	90	140
Philosophy	47	44	44	72	83	98
Religion	10	8	5	8	23	44
Other	13	10	5	7	11	9
APPLIED HUMANITIES	<u>37</u>	<u>33</u>	<u>46</u>	<u>58</u>	<u>94</u>	<u>114</u>
Journalism						
Library Science	6	5	5	10	11	10
Theology	18	22	34	33	49	45
Applied Fine Arts	13	6	7	15	34	58
Other						1
PURE SOCIAL SCIENCES	<u>107</u>	<u>125</u>	<u>130</u>	<u>252</u>	<u>377</u>	<u>531</u>
Anthropology	1	1	4	8	11	16
Economics & Political Science	<u>40</u>	<u>42</u>	<u>41</u>	<u>89</u>	<u>109</u>	<u>151</u>
Economics	17	21	21	49	56	83
Political Science	3	3	7	25	32	37
Economics & Pol. Science, n.e.c.	20	18	13	15	21	31
Geography	11	15	21	31	44	62
History	15	19	22	51	68	92
Psychology	21	24	23	38	77	112
Sociology	14	16	16	29	41	56
Other	5	8	3	6	27	42
APPLIED SOCIAL SCIENCES	<u>125</u>	<u>153</u>	<u>166</u>	<u>274</u>	<u>348</u>	<u>461</u>
Business Administration	24	38	40	56	100	137
Education	38	50	49	100	95	153
Home Economics	8	15	17	24	21	21
Law	17	22	22	38	52	78
Physical & Health Education	14	5	8	15	35	36
Social Work	24	23	27	38	40	26
Other			3	3	5	10

See Table 1 for explanatory notes.

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Table A,2 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>78</u>	<u>89</u>	<u>86</u>	<u>128</u>	<u>173</u>	<u>189</u>
APPLIED BIOLOGICAL SCIENCES	<u>123</u>	<u>135</u>	<u>150</u>	<u>247</u>	<u>327</u>	<u>579</u>
PURE PHYSICAL SCIENCES	<u>191</u>	<u>243</u>	<u>278</u>	<u>372</u>	<u>500</u>	<u>546</u>
APPLIED PHYSICAL SCIENCES	<u>127</u>	<u>126</u>	<u>152</u>	<u>215</u>	<u>267</u>	<u>377</u>
<u>TOTAL, ALL FIELDS</u>	<u>985</u>	<u>1069</u>	<u>1184</u>	<u>1909</u>	<u>2609</u>	<u>3466</u>

See Table 1 for explanatory notes.

Table A.3

Number of University Teachers in Ontario
1956/57 - 1967/68

By Field and Discipline
(AUCC Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>348</u>	<u>411</u>	<u>513</u>	<u>717</u>	<u>1055</u>	<u>1547</u>
Fine Arts (appreciation)	22	23	23	29	38	83
Classical Language & Literature	<u>54</u>	<u>55</u>	<u>66</u>	<u>77</u>	<u>91</u>	<u>117</u>
Greek	2	2	2	1	1	5
Latin	6	11	14	12	10	5
Other	46	42	50	64	80	107
Modern Language & Literature	<u>197</u>	<u>233</u>	<u>297</u>	<u>431</u>	<u>671</u>	<u>988</u>
English	94	110	131	193	300	435
French	45	58	83	113	166	266
Other	58	65	83	125	205	287
Philosophy	58	71	89	127	168	226
Religion	6	11	15	22	32	37
Other	11	18	23	31	55	96
APPLIED HUMANITIES	<u>70</u>	<u>57</u>	<u>55</u>	<u>64</u>	<u>78</u>	<u>119</u>
Journalism	4	5	4	4	6	8
Library Science	9	4	2	3	16	29
Theology	45	44	46	51	30	50
Applied Fine Arts	12	4	3	6	26	32
Other						
PURE SOCIAL SCIENCES	<u>202</u>	<u>245</u>	<u>312</u>	<u>488</u>	<u>767</u>	<u>1199</u>
Anthropology	7	8	8	10	18	31
Economics & Political Science	<u>84</u>	<u>99</u>	<u>126</u>	<u>163</u>	<u>238</u>	<u>379</u>
Economics	19	26	27	53	86	209
Political Science	7	11	18	42	74	163
Economics & Pol. Science, n.e.c.	58	62	81	68	78	7
Geography	18	23	29	56	84	136
History	52	58	77	115	179	260
Psychology	37	49	60	96	154	243
Sociology	4	8	12	35	67	99
Other				13	27	51
APPLIED SOCIAL SCIENCES	<u>158</u>	<u>203</u>	<u>212</u>	<u>254</u>	<u>342</u>	<u>518</u>
Business Administration	43	49	54	74	91	154
Education	33	36	24	7	42	58
Home Economics	8	26	28	36	37	38
Law	20	28	42	55	67	106
Physical & Health Education	36	40	39	54	80	116
Social Work	13	17	18	23	19	37
Other	5	7	7	5	6	9

See Table 1 for explanatory notes.

Table A.3 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>154</u>	<u>148</u>	<u>178</u>	<u>239</u>	<u>307</u>	<u>427</u>
APPLIED BIOLOGICAL SCIENCES	<u>343</u>	<u>302</u>	<u>309</u>	<u>354</u>	<u>405</u>	<u>685</u>
PURE PHYSICAL SCIENCES	<u>314</u>	<u>308</u>	<u>396</u>	<u>556</u>	<u>754</u>	<u>981</u>
APPLIED PHYSICAL SCIENCES	<u>185</u>	<u>209</u>	<u>291</u>	<u>374</u>	<u>444</u>	<u>622</u>
<u>TOTAL, ALL FIELDS</u>	<u>1774</u>	<u>1883</u>	<u>2266</u>	<u>3046</u>	<u>4152</u>	<u>6098</u>

See Table 1 for explanatory notes.

Appendix ATable A.4

Number of University Teachers in the Western Provinces
1956/57 - 1967/68

By Field and Discipline
(AUCC Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>188</u>	<u>228</u>	<u>302</u>	<u>499</u>	<u>676</u>	<u>950</u>
Fine Arts (appreciation)	5	9	9	44	74	112
Classical Language & Literature	<u>15</u>	<u>16</u>	<u>24</u>	<u>29</u>	<u>32</u>	<u>44</u>
Greek						
Latin			1	4	4	1
Other	15	16	23	25	28	43
Modern Language & Literature	<u>138</u>	<u>171</u>	<u>232</u>	<u>360</u>	<u>465</u>	<u>656</u>
English	79	103	148	208	272	380
French	21	41	47	79	76	102
Other	38	27	37	73	117	174
Philosophy	9	19	23	40	65	93
Religion	1	1	1	3	6	8
Other	20	12	13	23	34	37
APPLIED HUMANITIES	<u>29</u>	<u>31</u>	<u>39</u>	<u>43</u>	<u>52</u>	<u>116</u>
Journalism						
Library Science				5	7	11
Theology	4	3	3	3	2	2
Applied Fine Arts	25	28	36	34	42	84
Other				1	1	19
PURE SOCIAL SCIENCES	<u>92</u>	<u>125</u>	<u>189</u>	<u>334</u>	<u>520</u>	<u>831</u>
Anthropology		3	3	8	19	46
Economics & Political Science	<u>36</u>	<u>46</u>	<u>59</u>	<u>112</u>	<u>166</u>	<u>247</u>
Economics	9	20	35	73	109	144
Political Science	7	14	21	37	57	80
Economics & Pol. Science, n.e.c.	20	12	3	2		23
Geography	6	13	23	42	60	98
History	28	29	44	74	107	157
Psychology	11	22	28	53	101	186
Sociology	7	8	21	28	52	96
Other	4	4	11	17	15	1
APPLIED SOCIAL SCIENCES	<u>196</u>	<u>250</u>	<u>361</u>	<u>496</u>	<u>677</u>	<u>906</u>
Business Administration	25	35	42	67	87	120
Education	77	108	184	253	373	504
Home Economics	28	31	39	35	43	55
Law	13	16	24	28	41	56
Physical & Health Education	37	45	55	78	86	112
Social Work	16	15	17	35	46	59
Other					1	

See Table 1 for explanatory notes.

Table A.4 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>83</u>	<u>95</u>	<u>112</u>	<u>176</u>	<u>209</u>	<u>290</u>
APPLIED BIOLOGICAL SCIENCES	<u>233</u>	<u>242</u>	<u>309</u>	<u>372</u>	<u>456</u>	<u>614</u>
PURE PHYSICAL SCIENCES	<u>180</u>	<u>252</u>	<u>325</u>	<u>454</u>	<u>559</u>	<u>781</u>
APPLIED PHYSICAL SCIENCES	<u>143</u>	<u>186</u>	<u>226</u>	<u>253</u>	<u>271</u>	<u>344</u>
<u>TOTAL, ALL FIELDS</u>	<u>1144</u>	<u>1409</u>	<u>1863</u>	<u>2627</u>	<u>3420</u>	<u>4832</u>

See Table 1 for explanatory notes.

Appendix BTable B.1Number of University Teachers in Canada
1956/57 - 1967/68By Field and Discipline

(All Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>885</u>	<u>1074</u>	<u>1276</u>	<u>1956</u>	<u>2714</u>	<u>3600</u>
Fine Arts (appreciation)	31	39	38	85	145	261
Classical Language & Literature	<u>115</u>	<u>131</u>	<u>158</u>	<u>191</u>	<u>216</u>	<u>253</u>
Greek	9	11	15	10	12	7
Latin	18	34	43	45	39	16
Other	87	86	100	136	165	230
Modern Language & Literature	<u>513</u>	<u>632</u>	<u>787</u>	<u>1241</u>	<u>1758</u>	<u>2350</u>
English	244	315	385	585	819	1106
French	110	175	224	338	483	584
Other	159	142	178	318	456	660
Philosophy	143	181	210	316	393	489
Religion	26	39	35	58	100	103
Other	57	52	48	65	102	144
APPLIED HUMANITIES	<u>181</u>	<u>173</u>	<u>204</u>	<u>226</u>	<u>270</u>	<u>427</u>
Journalism	7	5	4	4	6	8
Library Science	17	10	13	25	35	52
Theology	87	100	118	117	100	137
Applied Fine Arts	70	58	69	79	128	210
Other				1	1	20
PURE SOCIAL SCIENCES	<u>477</u>	<u>583</u>	<u>726</u>	<u>1234</u>	<u>1899</u>	<u>2906</u>
Anthropology	9	12	17	29	48	96
Economics & Political Science	<u>183</u>	<u>208</u>	<u>253</u>	<u>409</u>	<u>580</u>	<u>869</u>
Economics	58	82	101	205	287	482
Political Science	20	33	50	116	186	309
Economics & Pol. Science, n.e.c.	105	93	102	88	107	78
Geography	37	52	74	134	200	306
History	121	141	181	297	431	605
Psychology	81	107	123	215	372	634
Sociology	31	40	57	108	182	282
Other	15	23	21	42	86	114
APPLIED SOCIAL SCIENCES	<u>541</u>	<u>686</u>	<u>893</u>	<u>1259</u>	<u>1603</u>	<u>2274</u>
Business Administration	100	136	152	222	308	472
Education	171	226	352	512	652	937
Home Economics	55	83	95	104	115	131
Law	58	76	98	133	174	262
Physical & Health Education	94	98	117	178	231	327
Social Work	53	55	62	96	105	123
Other	10	12	17	14	18	22

See Table 1 for explanatory notes on the definition of terms.

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Table B.1 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>349</u>	<u>375</u>	<u>416</u>	<u>605</u>	<u>776</u>	<u>1005</u>
APPLIED BIOLOGICAL SCIENCES	<u>721</u>	<u>715</u>	<u>808</u>	<u>1036</u>	<u>1296</u>	<u>2002</u>
PURE PHYSICAL SCIENCES	<u>808</u>	<u>967</u>	<u>1182</u>	<u>1622</u>	<u>2108</u>	<u>2668</u>
APPLIED PHYSICAL SCIENCES	<u>502</u>	<u>583</u>	<u>741</u>	<u>943</u>	<u>1097</u>	<u>1482</u>
<u>TOTAL, ALL FIELDS</u>	<u>4464</u>	<u>5156</u>	<u>6246</u>	<u>8881</u>	<u>11762</u>	<u>16364</u>

See Table 1 for explanatory notes on the definition of terms.

Appendix B

Table B.2

Number of University Teachers in the Atlantic Provinces
1956/57 - 1967/68

By Field and Discipline
(All Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>103</u>	<u>173</u>	<u>162</u>	<u>248</u>	<u>316</u>	<u>381</u>
Fine Arts (appreciation)	2	4	3	7	12	10
Classical Language & Literature	<u>17</u>	<u>27</u>	<u>24</u>	<u>30</u>	<u>30</u>	<u>32</u>
Greek		2	3			
Latin	4	9	10	8	4	2
Other	13	16	11	22	26	30
Modern Language & Literature	<u>63</u>	<u>102</u>	<u>104</u>	<u>157</u>	<u>212</u>	<u>275</u>
English	30	50	48	76	102	133
French	16	33	36	48	69	83
Other	17	19	20	33	41	59
Philosophy	14	22	22	38	42	55
Religion	6	11	7	14	19	7
Other	1	7	2	2	1	2
APPLIED HUMANITIES	<u>27</u>	<u>24</u>	<u>30</u>	<u>32</u>	<u>31</u>	<u>68</u>
Journalism	3					
Library Science	2	1	1	2	1	1
Theology	4	7	9	7	8	31
Applied Fine Arts	18	16	20	23	22	36
Other						
PURE SOCIAL SCIENCES	<u>64</u>	<u>76</u>	<u>83</u>	<u>140</u>	<u>194</u>	<u>291</u>
Anthropology	1		1	2		3
Economics & Political Science	<u>22</u>	<u>21</u>	<u>26</u>	<u>44</u>	<u>62</u>	<u>89</u>
Economics	12	15	17	29	34	44
Political Science	3	5	4	12	21	28
Economics & Pol. Science, n.e.c.	7	1	5	3	7	17
Geography	1	1	1	3	6	7
History	23	26	29	45	58	88
Psychology	8	10	11	25	34	63
Sociology	6	8	8	16	20	25
Other	3	10	7	5	14	16
APPLIED SOCIAL SCIENCES	<u>62</u>	<u>78</u>	<u>88</u>	<u>130</u>	<u>135</u>	<u>231</u>
Business Administration	8	14	16	25	30	59
Education	23	32	35	54	48	76
Home Economics	11	11	11	9	14	17
Law	8	10	10	12	14	22
Physical & Health Education	7	6	9	24	23	53
Social Work						1
Other	5	5	7	6	6	3

See Table 1 for explanatory notes on the definition of terms.

Table B.2 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>32</u>	<u>38</u>	<u>36</u>	<u>54</u>	<u>72</u>	<u>93</u>
APPLIED BIOLOGICAL SCIENCES	<u>22</u>	<u>36</u>	<u>40</u>	<u>63</u>	<u>80</u>	<u>124</u>
PURE PHYSICAL SCIENCES	<u>99</u>	<u>133</u>	<u>143</u>	<u>191</u>	<u>226</u>	<u>323</u>
APPLIED PHYSICAL SCIENCES	<u>47</u>	<u>62</u>	<u>72</u>	<u>101</u>	<u>115</u>	<u>136</u>
<u>TOTAL, ALL FIELDS</u>	<u>436</u>	<u>620</u>	<u>654</u>	<u>959</u>	<u>1169</u>	<u>1647</u>

See Table 1 for explanatory notes on the definition of terms.

Table B.3

Number of University Teachers in Quebec
1956/57 - 1967/68

By Field and Discipline
(All Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
<u>PURE HUMANITIES</u>	<u>246</u>	<u>262</u>	<u>299</u>	<u>492</u>	<u>662</u>	<u>717</u>
Fine Arts (appreciation)	2	3	3	5	21	56
Classical Language & Literature	<u>29</u>	<u>33</u>	<u>44</u>	<u>55</u>	<u>63</u>	<u>60</u>
Greek	7	7	10	9	11	2
Latin	9	14	18	21	21	8
Other	13	12	16	25	31	50
Modern Language & Literature	<u>115</u>	<u>126</u>	<u>154</u>	<u>293</u>	<u>406</u>	<u>427</u>
English	41	52	58	108	143	155
French	28	43	58	98	170	132
Other	46	31	38	87	93	140
Philosophy	62	69	76	111	117	114
Religion	13	16	12	19	43	51
Other	25	15	10	9	12	9
<u>APPLIED HUMANITIES</u>	<u>55</u>	<u>54</u>	<u>68</u>	<u>74</u>	<u>98</u>	<u>115</u>
Journalism						
Library Science	6	5	5	10	11	11
Theology	34	39	53	48	51	45
Applied Fine Arts	15	10	10	16	36	58
Other						1
<u>PURE SOCIAL SCIENCES</u>	<u>119</u>	<u>137</u>	<u>142</u>	<u>271</u>	<u>409</u>	<u>547</u>
Anthropology	1	1	5	9	11	16
Economics & Political Science	<u>41</u>	<u>42</u>	<u>42</u>	<u>90</u>	<u>112</u>	<u>153</u>
Economics	18	21	22	50	57	84
Political Science	3	3	7	25	34	38
Economics & Pol. Science, n.e.c.	20	18	13	15	21	31
Geography	12	15	21	33	50	64
History	18	28	31	63	86	97
Psychology	25	26	24	40	79	112
Sociology	14	16	16	29	42	59
Other	8	9	3	7	29	46
<u>APPLIED SOCIAL SCIENCES</u>	<u>125</u>	<u>155</u>	<u>169</u>	<u>278</u>	<u>353</u>	<u>462</u>
Business Administration	24	38	40	56	100	137
Education	38	50	50	101	95	153
Home Economics	8	15	17	24	21	21
Law	17	22	22	38	52	78
Physical & Health Education	14	7	10	18	40	37
Social Work	24	23	27	38	40	26
Other			3	3	5	10

See Table 1 for explanatory notes on the definition of terms.

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Table B.3 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>80</u>	<u>94</u>	<u>90</u>	<u>136</u>	<u>186</u>	<u>194</u>
APPLIED BIOLOGICAL SCIENCES	<u>123</u>	<u>135</u>	<u>150</u>	<u>247</u>	<u>350</u>	<u>579</u>
PURE PHYSICAL SCIENCES	<u>215</u>	<u>274</u>	<u>318</u>	<u>421</u>	<u>565</u>	<u>580</u>
APPLIED PHYSICAL SCIENCES	<u>127</u>	<u>126</u>	<u>152</u>	<u>215</u>	<u>267</u>	<u>377</u>
<u>TOTAL, ALL FIELDS</u>	<u>1090</u>	<u>1237</u>	<u>1388</u>	<u>2134</u>	<u>2890</u>	<u>3571</u>

See Table 1 for explanatory notes on the definition of terms.

Table B.4

Number of University Teachers in Ontario
1956/57 - 1967/68

By Field and Discipline

(All Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>348</u>	<u>411</u>	<u>513</u>	<u>717</u>	<u>1055</u>	<u>1548</u>
Fine Arts (appreciation)	22	23	23	29	38	83
Classical Language & Literature	<u>54</u>	<u>55</u>	<u>66</u>	<u>77</u>	<u>91</u>	<u>117</u>
Greek	2	2	2	1	1	5
Latin	6	11	14	12	10	5
Other	46	42	50	64	80	107
Modern Language & Literature	<u>197</u>	<u>233</u>	<u>297</u>	<u>431</u>	<u>671</u>	<u>988</u>
English	94	110	131	193	300	435
French	45	58	83	113	166	266
Other	58	65	83	125	205	287
Philosophy	58	71	89	127	168	227
Religion	6	11	15	22	32	37
Other	11	18	23	31	55	96
APPLIED HUMANITIES	<u>70</u>	<u>64</u>	<u>67</u>	<u>77</u>	<u>87</u>	<u>128</u>
Journalism	4	5	4	4	6	8
Library Science	9	4	7	8	16	29
Theology	45	51	53	59	39	59
Applied Fine Arts	12	4	3	6	26	32
Other						
PURE SOCIAL SCIENCES	<u>202</u>	<u>245</u>	<u>312</u>	<u>489</u>	<u>767</u>	<u>1231</u>
Anthropology	7	8	8	10	18	31
Economics & Political Science	<u>84</u>	<u>99</u>	<u>126</u>	<u>163</u>	<u>238</u>	<u>379</u>
Economics	19	26	27	53	86	209
Political Science	7	11	18	42	74	163
Economics & Pol. Science, n.e.c.	58	62	81	68	78	7
Geography	18	23	29	56	84	136
History	52	58	77	115	179	262
Psychology	37	49	60	97	154	271
Sociology	4	8	12	35	67	101
Other				13	27	51
APPLIED SOCIAL SCIENCES	<u>158</u>	<u>203</u>	<u>275</u>	<u>355</u>	<u>435</u>	<u>673</u>
Business Administration	43	49	54	74	91	156
Education	33	36	83	104	135	204
Home Economics	8	26	28	36	37	38
Law	20	28	42	55	67	106
Physical & Health Education	36	40	43	58	80	123
Social Work	13	17	18	23	19	37
Other	5	7	7	5	6	9

See Table 1 for explanatory notes on the definition of terms.

Table B.4 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>154</u>	<u>148</u>	<u>178</u>	<u>239</u>	<u>307</u>	<u>427</u>
APPLIED BIOLOGICAL SCIENCES	<u>343</u>	<u>302</u>	<u>309</u>	<u>354</u>	<u>409</u>	<u>685</u>
PURE PHYSICAL SCIENCES	<u>314</u>	<u>308</u>	<u>396</u>	<u>556</u>	<u>754</u>	<u>981</u>
APPLIED PHYSICAL SCIENCES	<u>185</u>	<u>209</u>	<u>291</u>	<u>374</u>	<u>444</u>	<u>625</u>
<u>TOTAL, ALL FIELDS</u>	<u>1774</u>	<u>1890</u>	<u>2341</u>	<u>3161</u>	<u>4258</u>	<u>6298</u>

See Table 1 for explanatory notes on the definition of terms.

Table B.5

Number of University Teachers in the Western Provinces
1956/57 - 1967/68

By Field and Discipline

(All Institutions)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE HUMANITIES	<u>188</u>	<u>228</u>	<u>302</u>	<u>499</u>	<u>681</u>	<u>954</u>
Fine Arts (appreciation)	5	9	9	44	74	112
Classical Language & Literature	<u>15</u>	<u>16</u>	<u>24</u>	<u>29</u>	<u>32</u>	<u>44</u>
Greek						
Latin			1	4	4	1
Other	15	16	23	25	28	43
Modern Language & Literature	<u>138</u>	<u>171</u>	<u>232</u>	<u>360</u>	<u>469</u>	<u>660</u>
English	79	103	148	208	274	383
French	21	41	47	79	78	103
Other	38	27	37	73	117	174
Philosophy	9	19	23	40	66	93
Religion	1	1	1	3	6	8
Other	20	12	13	23	34	37
APPLIED HUMANITIES	<u>29</u>	<u>31</u>	<u>39</u>	<u>43</u>	<u>54</u>	<u>116</u>
Journalism						
Library Science				5	7	11
Theology	4	3	3	3	2	2
Applied Fine Arts	25	28	36	34	44	84
Other				1	1	19
PURE SOCIAL SCIENCES	<u>92</u>	<u>125</u>	<u>189</u>	<u>334</u>	<u>529</u>	<u>837</u>
Anthropology		3	3	8	19	46
Economics & Political Science	<u>36</u>	<u>46</u>	<u>59</u>	<u>112</u>	<u>167</u>	<u>248</u>
Economics	9	20	35	73	110	145
Political Science	7	14	21	37	57	80
Economics & Pol. Science, n.e.c.	20	12	3	2	1	23
Geography	6	13	23	42	60	99
History	28	29	44	74	108	158
Psychology	11	22	28	53	105	188
Sociology	7	8	21	28	53	97
Other	4	4	11	17	16	1
APPLIED SOCIAL SCIENCES	<u>196</u>	<u>250</u>	<u>361</u>	<u>496</u>	<u>680</u>	<u>908</u>
Business Administration	25	35	42	67	87	120
Education	77	108	184	253	374	504
Home Economics	28	31	39	35	43	55
Law	13	16	24	28	41	56
Physical & Health Education	37	45	55	78	88	114
Social Work	16	15	17	35	46	59
Other					1	

See Table 1 for explanatory notes on the definition of terms.

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Table B.5 (cont.)

Field and Discipline	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
PURE BIOLOGICAL SCIENCES	<u>83</u>	<u>95</u>	<u>112</u>	<u>176</u>	<u>211</u>	<u>291</u>
APPLIED BIOLOGICAL SCIENCES	<u>233</u>	<u>242</u>	<u>309</u>	<u>372</u>	<u>456</u>	<u>614</u>
PURE PHYSICAL SCIENCES	<u>180</u>	<u>252</u>	<u>325</u>	<u>454</u>	<u>563</u>	<u>784</u>
APPLIED PHYSICAL SCIENCES	<u>143</u>	<u>186</u>	<u>226</u>	<u>253</u>	<u>271</u>	<u>344</u>
TOTAL, ALL FIELDS	<u>1144</u>	<u>1409</u>	<u>1863</u>	<u>2627</u>	<u>3445</u>	<u>4848</u>

See Table 1 for explanatory notes on the definition of terms.

Institutions Included in DBS SurveyAUCC Member Institutions

Name	Years Included					
	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
Acadia University	x	x	x	x	x	x
Alberta, The University of	x	x	x	x	x	x
Bishop's University	x	x	x	x	x	x
Brandon University		x	x	x	x	x
British Columbia, The University of	x	x	x	x	x	x
Brock University					x	x
Calgary, The University of					x	x
Carleton University	x	x	x	x	x	x
St. Patrick's College		x	x	x		
Dalhousie University	x	x	x	x	x	x
King's College, University of	x	x	x	x	x	x
Guelph, University of	x	x	x	x	x	x
Ontario Veterinary College	x	x	x			
Lakehead University				x	x	x
Laurentian University of Sudbury			x	x	x	x
Laval, Université	x	x	x	x	x	x
Ecole des sciences domestiques		x	x	x		
Faculté de commerce		x	x	x	x	
Lethbridge, University of					x	x
Manitoba, The University of	x	x	x	x	x	x
Manitoba Law School, The					x	
St. John's College				x	x	x
St. Paul's College				x	x	x
McGill University	x	x	x	x	x	x
McMaster University	x	x	x	x	x	x
Memorial University of Newfoundland	x	x	x	x	x	x
Moncton, Université de	x	x	x	x	x	x
Montréal, Université de	x	x	x	x	x	x
Hautes études commerciales, Ecole des	x	x				x
Jean-de-Brébeuf, Collège	x	x	x	x	x	
Loyola College	x	x		x	x	x
Marianopolis College				x	x	x
Optométrie, Ecole d'				x	x	
Polytechnique, Ecole	x	x	x	x	x	x
Sainte-Marie, Collège	x	x	x	x	x	x
Mount Allison University	x	x	x	x	x	x
Mount Saint Vincent University	x	x	x	x	x	x
New Brunswick, University of	x	x	x	x	x	x
St. Thomas University	x	x	x	x	x	x
Notre Dame University of Nelson					x	x
Nova Scotia Technical College	x	x	x	x	x	x
Ottawa, Université d'	x	x	x	x	x	x
Prince of Wales College						x
Queen's University at Kingston	x	x	x	x	x	x
Royal Military College of Canada	x	x	x	x	x	x

See next page for explanatory notes.

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Table C.1 (cont.)

Institutions Included in DBS Survey (cont.)AUCC Member Institutions

Name	Years Included					
	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
St. Dunstan's University	x	x	x	x	x	x
St. Francis Xavier University	x	x	x	x	x	x
Saint Mary's University		x		x	x	x
Saskatchewan, University of	x	x	x	x	x	x
St. Thomas More College	x	x	x	x	x	x
Sherbrooke, Université de	x	x	x	x	x	x
Simon Fraser University						x
Sir George Williams University				x	x	x
Toronto, University of	x	x	x	x	x	x
St. Michael's College, University of	x	x	x	x	x	x
Trinity College, University of	x	x	x	x	x	x
Victoria University	x	x	x	x	x	x
Trent University					x	x
Victoria, University of			x	x	x	x
Waterloo, University of			x	x	x	x
Waterloo Lutheran University			x	x	x	x
Western Ontario, The University of	x	x	x	x	x	x
Althouse College of Education						x
Windsor, University of	x	x	x	x	x	x
Winnipeg, The University of	x	x	x	x	x	x
York University			x	x	x	x
Osgoode Hall Law School	x	x	x	x	x	x

Notes:

The Table is derived directly from the data tapes. It reveals a few cases where particular institutions on the list were temporarily omitted. Most of these omissions occur when components of major institutions are given separately as is the case, for example, with some schools of Laval University. According to DBS, omission in these cases means simply that the component institution was included with the major university. If this explanation is accepted, there remain a few (and rather minor) instances where temporary omission may have affected the reliability of the overall figures.

Table C.2

Other Institutions of Post-Secondary EducationIncluded in DBS Survey

Name	Years Included					
	1956/57	1958/59	1960/61	1963/64	1965/66	1967/68
Bathurst, Collège de	x	x	x	x	x	x
Camrose Junior College					x	
Chicoutimi, Grand Séminaire de	x	x	x	x	x	x
Immaculée-Conception, Collège de l'	x	x	x	x		
Jésuites, Collège des	x		x			
Lévis, Collège de		x	x	x	x	x
Marguerite d'Youville, Institut					x	
McMaster Divinity College		x	x	x	x	x
Ontario College of Education			x	x	x	x
Ontario College of Optometry					x	
Ontario Institute for Studies in Education						x
Québec, Séminaire de		x	x	x	x	x
Red Deer Junior College					x	x
Rimouski, Grand séminaire de	x	x	x	x	x	
Rouyn, Collège classique de	x	x	x	x	x	
Sainte-Anne, Collège	x	x				x
St-Jean-Eudes, Externat classique	x	x	x	x	x	
St-Joseph, Séminaire				x	x	
Saint-Laurent, Collège de					x	x
Saint-Louis, Collège			x			
Saint-Paul, Collège		x	x	x	x	
Stanislas, Collège	x	x	x	x		x

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